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ABSTRACT

The intent of this program is to explore a comprehensive plan for counseling international students at home and abroad. The goal is optimum development of the student to insure a positive personal and educational experience. Changes in international educational exchange, such as the presence of foreign students in special programs, necessitate rethinking of counseling and guidance procedures. A program for a counseling service to meet these needs is presented. Aspects which are highlighted are determination of needs and objectives, feasibility of testing, institutional accountability, in-service training, evaluation procedures and international alumni as a continuing resource. The primary and culminating emphasis is on guidance and counseling where the dynamics of interaction take place. The counselor's focus should be on developmental, preventative and remedial aspects in helping students to increase self-understanding, deal effectively with problems and reach constructive responsible decisions. Adjustment of the individual and the environment, planning and teamwork, leadership articulation and organization are stressed. Central to the entire process is recognition of the uniqueness of each individual. (Author)

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A Non-Traditional Approach to Counseling International Students

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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> ... concern for the foreign student is all inclusive, because every aspect of the student's life may have a bearing on his educational experience and his academic success. (NAFSA, 1970, p. 10).

This is a comprehensive plan for a non-traditional approach to counseling international students. Basic needs of international students have not changed appreciably, but current issues beyond the traditional concerns are:

1. Cross-cultural counseling and communication.
2. Graduate students, often in large sponsored programs.
3. Entry, re-entry and transition orientation.
4. On-going involvement with foreign alumni.

Optimum development of the student is the goal and consideration has been given to the following basic concepts: emphasis on uniqueness and adjustment, on planning and teamwork, and on leadership articulation and organization. The primary and culminating emphasis is on counseling. Here the dynamics of human interaction take place with a natural flow from counseling to advising, advising to counseling, as the need may be.

Need is the key word -- all components of this program are directed to the needs of the students. Interaction is encouraged to avoid encapsulation of the foreign student. Emphasis is placed upon the skills of the professional staff rather than on the development of a specialized area in order

to allow for growth and flexibility. As in any counseling situation, expertise in specific areas of knowledge may be acquired and used, but technical competence should be adaptable to a mixed clientele.

This program is a comprehensive one, originating in the students' home country. There a co-ordinator who works in conjunction with the staff assists with credential evaluation and selection processes, testing and admission and offers pre-departure orientation, in which emphasis is placed upon an understanding of the American system of education in general and the university involved in particular.

An international counseling center is open to studerts on arrival at the university for reception, for orientation to culture and customs, for explanation of administrative policies and regulations, for interpretation of academic requirements and procedures and for personal counseling and referral. These and other support services are on-going throughout the stay; counselors are available on a walk-in or appointment basis daily.

Close cooperation with academic advisors, departments and schools is essential and is strongly encouraged and maintained. Psychological and behavioral skills of the counselor are directed to <u>learning</u> as well as adjustment problems. The program also serves as liaison with the English as a Foreign Language department, the university

library, student personnel services such as housing and health services, with the Immigration and Naturalization Service of the United States government and the campus and external community.

The center houses a reference library of elementary informational materials covering broad areas of general interest, such as dictionaries, geographic references, local, state and national maps and calendars. Liaison is maintained with university library personnel to arrange walk-in instruction in basic library usage.

Location of suitable housing is a critical problem and assistance is sought from the housing department of the university. Long-range plans include the establishment of a university-wide international dormitory/apartment complex where students (and dependents) may be accommodated on a long or short term basis. This not only fills a basic need of the student, but insures a mix with American and other international students.

Information about availability and extent of student health services and auxiliary medical services must be provided immediately. Students are encouraged (preferably required) to enroll in a health and hospital insurance plan.

Outreach is implemented by using spouses of students, and other students, as paraprofessionals in the area of intake, liaison and information. Outreach is also hoped for in the establishment of mixed cultural groups of spouses

and students in recreational, social and community activities.

The post-departure component of the program involves the services of the foreign student as alumnus. Establishment of an alumni association to assist the returned student in extending and transmitting his newly acquired knowledge is strongly encouraged. In addition, alumni may serve as advisors to students contemplating education in the United States.

The student must learn to deal effectively with his problems and to reach constructive decisions. Essential to this learning process is the development of self-understanding and personal responsibility. The counselor's emphasis must be on developmental and preventive aspects, but this does not rule out remedial help where indicated. A climate of unconditional positive regard, respect and acceptance is vital to the establishment of mutual trust.

The counselor, and the university, must learn to be innovative, flexible -- to modify -- if morale is to be maintained and cross-cultural barriers breached. The counselor is at once an educator, a mediator, a therapist, a catalyst. The university must assume <u>its</u> responsibilities to effectively insure a sound and positive personal and educational experience for the international student toward the goal of a self-directing individual in his many new and unfamiliar environments. To this end, Forrest Moore in <u>The International Dimensions of the University -- The Years Ahead</u> (Klopf, 1966, pp. 52-53) makes the following recommendations:

1. The university has the responsibility for making its facilities available to students from all countries of the world on an equal and impartial basis.

2. The university has the responsibility for insuring that American students understand the presence on the campus of students from many different lands and for seeing that American students become proficient in working with these students as partners in the educational venture.

3. The university has the responsibility for assisting the citizens of the community and the state-at-large to understand the role, the importance, and the purposes of the foreign students in their midst and for gaining acceptance of this group as an integral part of these communities.

4. The university has the responsibility for providing the means by which the foreign student's full potentialities can best be realized, from the provision of courses in which the student can quickly and efficiently learn English, to advisory and teaching services geared to effective changes in skills and knowledge that will be useful when the students return home.

5. The university has the responsibility for freeing the foreign student from the impositions on his time, money, and patience caused by legal restrictions, currency exchange problems, and worries about adequate housing and food.

6. The university has the responsibility for providing a period of transition at both extremes of the student's stay in the United States: for orientation to the educational system when he arrives and for realignment to the reality of his native situation -- understanding his motivations for return, the method of approach for inducing acculturation -- at the time he is about to return to his home country.

7. The university has the responsibility for establishing a system of counseling and record keeping that will provide the materials for research which will in turn lead to continuous improvement in methods of working with foreign students.

8. The university has the responsibility for coordinating its program for foreign students so as to make the most effective use in its own teaching and activity programs of the skills and abilities of foreign students.

I. The Needs and Problems

Institutions of higher education are recognizing the value of international educational exchange as a contribution to constructive development of an interdependent world. In addition to the traditional foreign student, American universities are presently experiencing a new kind of student -- a new kind of international program -- groups of foreign students from a single country specializing in one area of study, usually graduate level, fully financed by their home country, the United States or other sponsoring organization.

It is anticipated that these programs will be initiated and continued for some time to come. What provisions are there in the helping areas? What are the needs and projections?

> The fact is, most institutions do not have ... special (counseling) programs for international students. Many such programs are particularly ill defined in terms of goals and show a lack of understanding of these students' needs. As a result, the services for foreign students may not be articulated within the institution: ... The future may bring, too, regional overseas screening centers, involving extensive guidance and information services ... . There is a strong indication that a greater degree of specialization will develop in the academic as well as social and emotional areas of present foreign student programs... . (Fitzgerald, 1970, p. 330).

These students bring with them special needs and problems. They are young, yet mature women and men, have left well-paying careers, are people of some stature in their

field and in their mother country; they are knowledgeable, sophisticated and have a commitment. They are from developing countries with burgeoning technology, industrialization and urbanization, where recognition of the whole student with insights and self-understanding is slight or non-existant, as indeed, is counseling and guidance as we know them.

Because this kind of program is a new experience, groundwork has not been laid and comprehensive planning is lacking. The National Association for Foreign Student Affairs recognizes the need for "... five specific areas of attention: (1) comprehensive planning; (2) the teaching of English as a second language; (3) admissions; (4) community relations; and (5) relationships with United States' students." (The Consultation Service, NAFSA).

Admission for these students is accomplished in the initial negotiations, but beyond that the needs and problems arise and continue. The university is thus faced with the arrival of students who have sound academic plans and motivation, but widely varied levels of English proficiency, no housing, often no health insurance, limited stipends, ignorance of immigration regulations, misconceptions and confusion about relationships with United States students, the campus and the community, and problems of cross-cultural adjustment. Some have had to make hasty decisions to leave families and careers; they have been through lengthy and

and exhaustive tests of academic proficiency and English competency.

Those who bring wives and children incur a complexity of additional problems -- the wife's isolation due to lack of ability to speak any English, confinement with very small children, shyness, insufficient finances and cross-cultural confusion. These problems, in turn, may have a severe affect on the students' academic performance and morale.

The students arrive hoping the opportunity afforded them will make this all worthwhile, but tired, confused and homesick, they are not sure their decision was the right one. Often crisis intervention is essential in the first few days; supportive, sometimes directive, counseling follows in the first weeks and in general the end of the first semester brings students who are developing insights and beginning to work out their problems.

These are the special needs of international students in special programs -- how do we know these needs exist? As counselors and administrators we are experiencing nad perceiving them -- we are hearing them expressed every day by the students and their sponsors. The problems "... are not merely here to stay, but here to increase. This means they can no longer be dealt with on an ad-hoc basis." (NAFSA, 1974, p. 1).

> Increasingly, also, students are being sponsored by their own government, or by our government, or by any of a large number of private agencies.
>
> In short, the "typical" foreign student, if there ever was one, is no longer the cultivated youth from a wealthy Western European family who comes on his own financial resources for his own special purposes.
>
> What this implies for American institutions is readily apparent. For one thing, it requires much greater variety, imagination, and flexibility in the handling of students. ... The changes needed to accomodate such a variety range from devising appropriate curricula to providing adequate help in finding housing. (NAFSA, p. 5).

In offering its academic competence to foreign countries, in accepting their students and their funds, the university takes on a responsibility to provide adequate information, regard for needs and continuing concern for and facilitation of personal and social adjustment. NAFSA recommends that

> Special provision ... be made by each college and university for handling foreign students, and personnel ... be assigned the responsibility for making these provisions and carrying them out. The more effective the personnel and provisions, the better it is not only for the foreign student but for the institution itself. (P. 10).
>
> A good personal counseling program is extensive -- and it must be paid for. But in the long run, it is both efficient and economical in what it saves in terms of failure, heartache, disappointment, and bitterness. (P. 16).

In order to maintain successful international educational exchange the university must meet these needs with the best possible skills and services -- and with a sincere commitment.

Cross-cultural communication is essential to the successful functioning of the foreign student. Unless understanding of different perceptual worlds is effected the student may face isolation, alienation and anxiety. International students come to the United States with great expectations of friendship and socialization with Americans. Too often they find the exact opposite on the American campus and in the outside community. Male-female relationships, time and space concepts differ widely among cultures; non-verbal communication is also important and calls for awareness and sensitivity on the part of the individuals working with these students. Implementation of cross-cultural workshops as part of the on-going orientation of international students is recommended. (A proposed format for a cross-cultural communication workshop may be found in Appendix A.)

II. Objectives

International students in special programs have needs common to all students, but they also have particular ones. A counseling program to effectively serve these students must be based on their expressed and demonstrated needs. Organization of the center and competencies of the staff must be determined for and directed to a broad concept of the interpersonal relationship of counseling, together with the imparting of information and services.

Counseling is the deliberate interaction by which objectives of the program are implemented and facilitated and needs are determined and met. It is an interpersonal relationship between individuals, one of whom has special competencies to assist the other in resolving his concerns and to facilitate more effective functioning. The goal of counseling, and of this program, is to assist students in adjusting to their several environments. Essential to the counseling relationship is rapport; the counselor must demonstrate qualities of empathy, genuineness, sensitivity, acceptance and an ability to penetrate cultural barriers. Wrenn (1962, p. 51) defines cultural empathy as "...the desire to study and the skill to perceive the inner logic and coherence of the other person's way of thinking."

Counseling recognizes the uniqueness of the individual; this recognition must be extended to the uniqueness of cultural groups in order to encourage self-understanding and assist the student to achieve his maximum potential.

> Counselors can bridge cultural barriers, if they want to. When the counselee senses that the counselor is able, despite cultural differences to understand not only his special circumstances and problems, but to identify as well with him in his struggle to meet his emotional and material needs, the counselee and the counselor can establish positive rapport with which many problems can be solved. (Vontress, Cultural Differences, p. 6).

A sound counseling center staffed by sensitive, competent personnel can prevent alienation and eliminate or alleviate problems experienced by foreign students. Personal, social, academic, language and economic needs may be met through the helping processes and through cooperative and understanding relationships among administrators, counselors, faculty and fellow-students. These needs also extend beyond the campus community. Service and interpretation are a 2-way street -- not only must the total environment be interpreted to the students but their culture and needs may need to be interpreted to the campus and community.

The overall objective of this program is to facilitate the adjustment of international students to their many environments, to maintain morale, alleviate stress, and to send them home with new skills and new insights.

The role of the counselor is that of an educator, an agent of change to students, to faculty, administrators and support personnel. In this respect, the counselor as a generalist, with emphasis on skills is desirable. The skillful, flexible professional is preferred to enhance outreach, rather than the specialist who develops a narrow area of information and is unable to function or interact with a broad range of individuals and situations. In order to integrate counseling and guidance with the educational processes, it is recommended that the center establish and maintain close cooperation with the school of the students' academic field.

> (The counselor) can go further abroad to the instructional academic advising, administrative, student personnel staffs, and use his special knowledge to assist them to learn to implement the adjustment of the individual student to the climate that he has already helped to evolve as favorably as is feasible. Essentially, we are suggesting that thus he may transmit the counseling approach wherever welcomed and accepted throughout the academic structure. (Klopf, 1966, p. 26).

The specific objectives of this counseling program, which follow, are based on the expressed, revealed and assessed needs of these international students in particular and encompass and extend to the needs of all students who seek them.

To facilitate the personal adjustment of the student.

To prevent or alleviate stress and conflict with self and others.

To assist in decision making, offering a practical problem solving approach when it may appear to be most effective.

To create a more vital, meaningful campus environment for all students.

To encourage realistic academic advisement with programs geared to the needs of the student's country of origin.

To encourage periodic meetings with academic departments to discuss problems in general, share information, and encourage a warm, reciprocal relationship.

To maintain close liaison with faculty and academic advisement, recognizing that academic difficulties may be a symptom of deeper conflict.

Conversely, to recognize personal problems which may be blocking academic progress and to transmit this knowledge to concerned academic personnel.

To enhance and improve English language competency by establishing basic regulations and standards and providing English language training as may be needed.

To refer to, coordinate with and encourage contact with all student personnel services.

To make available and encourage use of basic informational material, ranging from campus publications to information about broad aspects of American life and its diversity.

To provide information about government publications, regulations and procedures, particularly
Immigration and Naturalization Service
State Department
Social Security

To provide easy informal access to informational material by locating the library in the Center's lounge and reception area.

To act as liaison with government agencies such as Immigration and Naturalization Service and State Department in the matter of visas.

To provide orientation to and realistic information about American life, social climate, institutional bureaucratic procedures, male-female relationships, social customs, the media, and food prior to, on arrival and throughout the stay.

To insure decent, comfortable, adequate housing.

To deliver adequate mental and physical health service information, insurance and referral for students and dependents.

To insure adequate funds, personal or subsidized for each student, to avoid financial distress.

To plan and promote visits to other educational institutions, business and industry, community agencies, museums for students and dependents.

To encourage sharing of the students' culture with the campus community; to discourage enclaves, encapsulation and isolation, and to involve all students in mutual activities and interaction.

To assist wives/husbands of foreign students in the implementation of programs and formation of interest groups, with others in the community, to achieve outreach and cultural understanding and harmony.

To change the mode of operation as the needs of the student population and campus community change, ensuring a viable service at all times.

To continually improve the assessment, diagnostic, therapeutic and counseling skills of the professional staff.

To maintain a high level of professional performance by in-service training, periodic re-evaluation, and constant awareness.

To provide in-service training in affective education to administration, faculty and support staff.

To engage spouses in paraprofessional activities.

To recognize the limitations of paraprofessionals and encourage them to seek help and information.

To utilize the paraprofessional's life experiences aiding the paraprofessional's need for status.

To provide training and supervision for interns and paraprofessionals while utilizing their developing counseling skills.

To maintain adequate confidential cumulative records, properly secured in the counselor's office.

To maintain a continuing inventory service in assessing and anticipating needs and problems through close communication with the overseas coordinator, academic departments, student services, students, alumni associations and significant others.

To maintain a climate which encourages free expression and independence of thought.

To continually exert all effort toward integrating the student with his total environment, avoiding alienation of the foreign student and isolation of the Center from the total campus community.

III. Testing Program

Tests of academic performance, achievement and aptitude are administered in the students' home country prior to departure with the cooperation of an overseas coordinator. Immigration regulations preclude foreign students entering the United States until they have been accepted at an accredited institution.

It is wise for students to familiarize themselves with the format of these entrance examinations as they are seldom acquainted with timed and multiple-choice tests. Cultural bias of test items, phrasing and unfamiliar environment may affect the actual scores.

> While standardized tests (Scholastic Aptitude Test, Graduate Record Examination, etc.) designed for domestic use have some validity for the foreign student, they should not be interpreted exactly as they would be for American students. Foreign student scores in the upper ranges are generally significant; low scores are not. Foreign students generally score higher in the mathematical areas than in the verbal. The students' scores on aptitude tests should also be considered in relationship to his performance on the TOEFL exam. (NAFSA-AACRAO, p. 9).

Experience and environment affect perception and behavior; in the developing countries limited education, often of uneven quality, does not provide a foundation for producing valid results in American standardized tests. Therefore the usefulness of such tests to this program is debatable and no extensive testing program is planned. Test

items and procedures may cause overwhelming difficulty and confusion for students not from a western culture. Thorndike and Hagan (1969, p. 646) define a culture free test as "A test providing equal opportunity for success by a person who had grown up in any culture. Since any test is dependent upon the experiences of life, a culture free test seems an impossibility."

Tests of English competency are of basic importance; without a prescribed level of English proficiency the student may suffer irreparable pain and damage, not only in his academic performance, but in his every day relationships with Americans.

The Test of English as a Foreign Language (TOEFL), the American Language Test, Georgetown University (ALIGU), or other similar tests are required prior to departure to insure at least minimum competency in the English language. The ability to understand spoken English, to read and understand English prose, the ability to draw inferences and conclusions and to recognize appropriate usage and effective style in written English can be measured to some extent by the TOEFL. However, it is difficult to measure the ability to communicate successfully in spoken English as well as the aptitude for command of the language. Low TOEFL scores do not rule out the students' ability to pursue technical fields of study not requiring high verbal facility. Too

much weight must not be given to scores on standardized English language tests when determining academic eligibility; a high score does not rule out academic difficulty nor does a low score necessarily predict low academic performance. Almost without exception it is recommended that students include an English language course in the first semester to familiarize themselves with lectures in the "American language." In the case of students pursuing advanced degrees an English composition course emphasizing information retrieval and exposition is essential.

On arrival at the university a comprehensive English language test is administered by the English as a Foreign Language department. Scores are interpreted in cooperation with the counseling staff to facilitate academic advising, determine course loads and enhance understanding of concerns which relate to English language competency.

IV. In-Service Training

In-service training is an integral part of the program in order to keep abreast of and assess trends in the substantive area of international student relationships. Reduction of resistance to foreign students by administrators, faculty, support staff and other students is another critical concern.

> ... the school or institution also has to be treated if "the problem" is to be solved. This does not mean more one-to-one counseling with administrators in addition to students. It means developing collaborative methods to change role definitions, rules, policies, norms, and expectations that influence all people who exist in the institution. (Ivey and Alschuler, 1973, p. 594).

In-service training in affective education for administrators, faculty and other staff is the prime objective of this component of the program. Perhaps in no other area are the skills of the counselor as educator so significant in facilitating the development process and increasing the effectiveness and understanding of collateral and support personnel. University administrators and faculty are often opposed to change, striving to maintain existing viewpoints and practices; cultural heritage influences the attitudes and behavior of the students. It is essential that all concerned recognize and understand these factors and not judge from their own value orientation causing confusion and conflict. Sensitive recognition of the internal struggles

of the student is to be hoped for.

> ... The primary challenge facing the counseling profession is spreading the counseling and change processes. ... No longer can we justify our existence by helping clients "adjust" to a school, college, agency or institution which itself is maladjusted. We must help individuals and institutions by directly facilitating growth, health, and intentionality. We need to pass on this knowledge as rapidly and coherently as possible to as many people as possible. (Ivey and Alschuler, p. 597).

Regional and national conferences and workshops of the National Association for Foreign Student Affairs, the American Personnel and Guidance Association and other professional organizations are available for the counseling staff and membership in these organizations is encouraged. Professional journals are available for staff use; NAFSA provides an excellent series of publications relative to the foreign student in all areas of concern.

Monthly staff meetings are scheduled to exchange information, maintain awareness and provide on-going evaluation. A climate of openness and trust in which information can be frankly and freely exchanged is essential to efficient functioning of the program. Periodic re-evaluation of program and procedures is compiled in a monthly report; input is requested from all collaterals and results of staff meetings are a contribution to this evaluation. Periodic review of these reports furnishes a continuing perspective of the program.

In-service training is planned to enrich and broaden the experience of the staff and to extend outreach to administrators, faculty and other colleagues.

In-service training for paraprofessionals emphasizes competence, attitude and skills. Selections are made from peer groups (spouses, American and foreign students) compatible with the center population and tasks. Use of paraprofessionals provides employment and recognition to these individuals; most important, interaction for the student clientele as well as the paraprofessional is achieved.

> It is important for the para-professional programs to include at least the following ingredients: an awareness and use of the trainee's life experiences, trainee's involvement in the planning of the learning program, as much experiential learning as possible, work that takes into consideration the trainee's needs for status and organizational support, a continued reevaluation of the training program and use of paraprofessionals to ensure relevancy; and, finally, the organization must take the lead in relating paraprofessional roles to the larger world of work. (Aiken, Brownell and Iscoe, 1974, p. 485).

V. Evaluation Procedures

> Evaluation is a beginning, not an end. The prime purpose of evaluation is to indicate what we should do in the future, not what we should have done in the past. There can be no really worthwhile evaluation unless it is used as a basis for improving the present services. (Hatch and Stefflre, 1965, pp. 305-6).

Evaluation of the program is concerned with the achievement of objectives in two broad areas. One is the continuing successful adaptation and functioning of the foreign student during his sojourn at the university. The second is determining to what extent on his return home the student uses and transmits to others the knowledge and values acquired during his stay. These objectives have the common goal of assessing and facilitating long-range planning and on-going programs.

In order to evaluate student satisfaction and educational relevance during his sojourn and to improve future programs, the following procedures are proposed:

1. Collection of data by a questionnaire designed to identify problem areas and program strengths. It is recommended that this survey instrument be administered at the end of the first semester and yearly thereafter.
2. Administration of a similar but expanded questionnaire immediately preceding departure. (A

proposed draft of the survey instrument may be found in Appendix B).

3. An exit interview as follow-up to the terminal questionnaire to determine impressions, experiences and recommendations of the students regarding the total program.

4. Completion of similar questionnaires by administrators, counselors and faculty adapted to their particular area.

5. Where possible, administration of like instruments to a cross-section of the student body to assess attitudes and glean suggestions.

6. Periodic collective meetings with the students in the program.

7. Compilation of a comprehensive handbook/manual and directory for use on campus and for reference on the students' return home, periodically revised as necessary.

8. Monthly program reports indicating what has been done, and what recommendations and modifications are planned.

9. Monthly staff meetings to contribute to continuing evaluation of the program by encouraging on-going study of students and needs through the exchange of information. Internal evaluation and continuous feed-

back should result. Maintenance of staff interest, enthusiasm and morale and encouragement of flexibility and imagination is hoped for.

The determination of the value of the sojourn to the students on return home is through the establishment and cooperation of alumni associations in the home country. These groups furnish continuous appraisal of the effectiveness of the program and the accomplishments of the university as demonstrated in the behavior, growth, knowledge and skills of its alumni. This follow-up also acts as an inventory service indicating when change is needed and providing suggestions for new directions by assessing and anticipating needs and problems.

Extended relationships with foreign alumni provide continuing communication and data about and from the returned student, his activities and achievements, his adjustment (reverse culture-shock) and his performance. In turn he can use his new knowledge and skills as a resource person to assist future students from his country in the following ways:

1. Informal selection and admissions assistance.
2. Assistance with the evaluation of credentials in the area of interpretation.
3. Assistance with testing in the area of orientation and interpretation to prospective students.
4. Assistance with pre-departure orientation providing realistic expectations.

The foreign alumni association maintains reciprocal interaction with the university by:

1. Contributions to and receipt of alumni newsletters and magazines.
2. Rendering assistance to visiting faculty, administrators, alumni and students.
3. Maintaining institutional (university) visibility at home.
4. Participating in international programming.
5. Participating in international educational exchange.
6. Engaging in fund raising and financial support preferably in the form of scholarship awards or travel grants.
7. Maintaining membership in professional organizations; receiving professional journals to encourage continuing professional interests and exchange.
8. Being available for follow-up evaluation studies.

The aim of foreign alumni associations is to assist, by the means delineated, in instituting and maintaining programs of value to foreign students on the American campus through dissemination of information and rendering service.

> Strong ties between the university and its alumnus, however, can exist only when there were strong ties between the university and alumnus when he was a student here. Again this emphasizes the realization of the essential importance of ensuring a sound academic and personal experience for the student while he is in this country. It can do so only when it assigns specific responsibility to important members of its administration and faculty. (NAFSA, 1974, p. 19).

On-going post-departure evaluation maintains relationships, furnishes data to improve selection procedures and programs. Further insights into the applicability and usefulness of the American educational experience should result by determining whether the foreign students' educational benefits are utilized as widely as possible and whether his employment makes use of his United States education. Relevance or irrelevance of his educational benefits gives support to needed academic adaptations.

A review of information gathered from all sources contributing to evaluation should reveal whether, indeed, the program objectives have been met. The student himself -- what he is, what he is doing, how he feels -- is the best evaluation. His performance and his behavior are the ultimate criteria which lead to re-programming of objectives to meet the demonstrated needs.

> ... The test of guidance services is ultimately the kind of lives led, the kind of world existing, the kind of future created. (Hatch and Stefflre, pp. 305-6).

Appendix A

Cross-Cultural Communication Workshop

Cross-Cultural Communication Workshop

Objectives

To share and exchange views and information.

To facilitate cross-cultural communication and understanding.

To encourage use of the "American language".

To achieve student goals and effective functioning by student involvement.

To maintain a comfortable, relaxed environment in order to encourage freedom of expression.

Format

Small group or workshop. Groups not to exceed five participants each with one discussion leader. Leader should have demonstrated ability in this area and sensitivity to the needs of foreign students.

A program coordinator will be responsible for activities of the group and selection of discussion leaders.

Two-hour sessions meeting three times weekly are recommended.

A specific topic will be introduced by a resource person, film, video tape or other media. Time will be allowed for brief discussion or reflection on the presentation. Small groups will then assemble with discussion leaders. Input by leaders should be minimal, but should initiate, encourage, mediate and clarify dialogue toward mutual understanding and sharing of experience.

At the conclusion all groups will reassemble and a volunteer from each will briefly summarize results of the discussion.

Program

The expertise of individuals on the campus and from the outer community will be drawn upon. Materials will be selected from local, national and international institutions, libraries, museums and other relevant organizations.

Emphasis will be placed upon ways of learning, attitudes and meaning. A multi-dimensional approach which uses the cognitive and affective areas of the individual will be used. Introductory areas to be considered from a cross-cultural viewpoint are: self-concept, relationship to others, perception of the world, time orientation, comparative judgments, motivation and achievement, status, resolving differences and work and play.

The following specific topics are suggested for discussion, but it is strongly recommended that this area be kept open-ended to encourage student motivation and input.

Learning about everyday activities, i.e. rental terms, signing a lease, tenant rights, operation of appliances, food shopping, bank accounts, health insurance.

Readings -- in a broad subject area.

Learning by doing -- visits to libraries, museums, government agencies, department stores.

Speakers -- to talk together, to answer questions on a multitude of subjects suggested by students.

Comparative education -- educational philosophies of the home and host countries; goals, methods and purposes of the systems.

Evaluation

Periodic completion of survey instruments by participants and staff.

Discussion of progress by participants and staff.

Staff meetings; in-service training.

Appendix B

Draft of Proposed Evaluation

Survey Instrument

Was your academic preparation at home adequate? Yes___ No___

Where were you employed prior to coming to the U.S.?_____

_____

In what capacity_____

What is your ultimate professional objective? (Specify)

_____

_____

To what professional organizations do you belong? (Specify)

_____

_____

Have you written professionally? (Specify)_____

_____

Have you spoken professionally? (Specify)_____

_____

What are your weakest areas in English? (Number in order with weakest first)

Comprehension	____	Class participation	____
Writing	____	Studying	____
Reading	____	None	____
Conversation	____		

How well were you oriented to the U.S. educational system when you arrived?

Very well ____

Fair ____

Not at all ____

to U.S. culture in general?

Very well ____

Fair ____

Not at all ____

How has this improved? (Specify)_____

_____

What was the greatest block to your adjustment in the U.S.? (Specify)_____

_____

Number the chief problems you encountered with the most serious first.

Isolation	____	Language	____
Alienation	____	Academic	____
Cultural adjustment	____	Housing	____
Financial	____	Food	____
Discrimination	____	Communication	____

To what extent did you interact with

(check)	Frequently	Occasionally	Not at all
American students			
Faculty			
Administration			
Counselors			
Other foreign students			
Community			
Others (Specify)			

What types of interaction are needed?_____

_____

What types of programming are needed?_____

_____

Did the counseling and guidance center meet your needs?

Always _____

Occasionally _____

Not at all _____

Was there sufficient counselor time for you? Yes____ No____

Were center facilities satisfactory as to space and privacy?

Yes____ No_____

In what ways can it be improved?_____

_____

Were there improvements and innovations during your stay?

Yes_____ No_____ Comments_____

_____

Did the health services meet your needs? Yes____ No____

Comments_____

What resource persons, materials and information did you find most helpful?_____

_____

In retrospect, what did you enjoy most during your stay?

_____

_____

It would help to know how you felt about:

Your academic program_____

The School of Engineering and Applied Science_____

_____

The George Washington University_____

_____

Are you interested in being an active member of the alumni association when you return home? Yes____ No____

Comments_____

Comments concerning your American experience_____

_____

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